NOV 25 1932

JOURNAL OF EDUCATION

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

NOVEMBER 21, 1932

That "Special Talent" Fallacy

Learning to Quiz by Quizzing

Do Teachers Want Books?

Citizenship, a Large Order

The School Forum Opens With "Today's Challenge to Leaders"

EDITORIALS AND OTHER FEATURES—INCLUDING

The News Digest

PUBLISHED TWICE A MONTH FOR THE
DIRECTORS AND TEACHERS OF AMERICA'S SCHOOLS

BOSTON [VOL. CXV, No. 21] 20 CENTS

MODERN HISTORY

The list of users of *Carl Becker's* MODERN HISTORY is rapidly growing. Recent fall introductions include Altoona, Pa.; Atlantic City, N. J.; Barberton, Ohio; Barre, Vt.; Belfast, Me.; Bristol, Conn.; Brookline, Mass.; Cicero, Ill.; Eveleth, Minn.; Highland Park, Mich.; Long Beach, Los Angeles, Calif.; Newark, Ohio; Newburgh, N. Y.; Newport News, Va.; Oshkosh, Wis.; Philadelphia, Pa.; Poughkeepsie, N. Y.; Red Wing, Minn.; Rhinebeck, N. Y.; Thief River Falls, Minn.; Weehawken, N. J.

TEACHER'S BOOK to accompany JOURNEYS IN DISTANT LANDS

Furnishes the teacher with the bases for the selection and organization of the material as presented in the *Barrows-Parker Series*, particularly JOURNEYS IN DISTANT LANDS, and gives the teaching procedures most in harmony with the aims and spirit of the series. List, $0.24, postpaid.

SILVER, BURDETT AND COMPANY

New York Newark Boston
Chicago San Francisco

Now! Living lessons about living!

Health Studies

By F. M. GREGG and H. G. ROWELL

These two textbooks for the junior high school level are based upon the guiding principle of self-activity. They were perfected through rigid classroom tryouts of both mimeographed and printed material. Each book consists of a series of 13 unit studies in which the pupil is the center of activity. He discovers facts through experiment and investigation and is led to draw his own conclusions. The procedure is flexible and the materials required are simple. Any school can use these books to obtain the advantage of a self-activity course in health.

Send for description

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

A NEW HISTORY

THE STORY OF AMERICA

FOR YOUNG AMERICANS

Smith Burnham and Theodore H. Jack

Basic teaching material for the first cycle of American history in the grades, skilfully organized on the unit plan, with many suggested activities. Attractive 3-color illustrations.

Part I, The Beginnings of Our Country — *now ready*

Part II, The Growth of Our Country — *in preparation*

Write for full information

THE JOHN C. WINSTON CO.

WINSTON BUILDING, PHILADELPHIA
Chicago Atlanta Dallas San Francisco

Is THE MODERN LANGUAGE JOURNAL in Your School Library?

For Progressive Teachers and Administrators Everywhere

THE MODERN LANGUAGE JOURNAL

Official Organ of The National Federation of Modern Foreign Language Teachers. Covers methods, materials, publications, research, textbooks in this field.

Published eight times a year, October to May, inclusive. Subscription, $2.00 a year; single copies, 30 cents. Foreign countries (including Canada), $2.50 a year; single copies, 40 cents.

Sample copy on request

An Ideal Advertising Medium for Teachers' Agencies, Periodicals, Publishers, Booksellers and Importers, Tourist Agencies, Steamship Companies, etc.

Estimated reading public, 10,000

For sample copies, advertising rates, and other information, address:

THE MODERN LANGUAGE JOURNAL

5500 33rd Street, N. W. Washington, D. C.

"Every Teacher of French, German, Spanish or Italian Needs THE MODERN LANGUAGE JOURNAL."

JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
Editors

ISOBEL R. LAY
Managing Editor

Table of Contents

NOVEMBER 21, 1932

EDITORIALS:—
The New America 625
Geographical Education 625
Luxury Taxation 625
School Textbook Crisis 625
Dublin, Ireland, 1933 625
Thomas D. Boyd 626
Mell L. Duggan 626
Educating the Public 626
Schools Must Do More and Cost Less 626
Paul Monroe in Constantinople 626
Mrs. Ruth Bryan Owen 626

BELDING'S PAGE 627
A Point of Patriotism 627
To Win This Battle 627
The College's Younger Brother 627

THAT "SPECIAL TALENT" FALLACY 628
By D. E. Phillips

LEARNING TO QUIZ BY QUIZZING 630
By John D. Brooks

DO TEACHERS WANT BOOKS? 633
By P. A. Knowlton

CITIZENSHIP, A LARGE ORDER 634
By Irving R. Melbo

THE TEACHER'S CREED 635
By Herald M. Doxsee

GIVE TODAY'S CHILD HIS BOOKRIGHT 636
By Anson W. Belding

THE SCHOOL FORUM 637
By S. Monroe Graves

BOOK TABLE 640

THE NEWS DIGEST 641

GRINS BETWEEN GRINDS 646

JOURNAL OF EDUCATION: Founded 1875. Published first and third Mondays, in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

Herein Offered—

That vocational guidance is far from being an exact science at this time, would be freely admitted by the most enthusiastic specialists in this work. Dr. D. E. Phillips, in his article "That 'Special Talent' Fallacy," expresses the belief that guidance has some natural boundaries beyond which it can never go. Read and ponder. In a coming issue will appear an account of a school system completely centred about a guidance program. Truth has many facets.

•

A teacher of teachers may easily neglect to put his theories into practice. John D. Brooks believes in taking his own medicine, as it were. So he let his class carry on a discussion of the art of questioning while he sat on the sidelines. A report of this unusual class exercise is here presented. Teachers, superteachers and subteachers will enjoy it. ("Learning to Quiz by Quizzing.")

•

The teacher's attitude toward books will make considerable difference in the number and quality of books supplied to pupils, according to P. A. Knowlton, who writes interestingly of this matter under the caption, "Do Teachers Want Books?"

•

Education has as one of its chief aims the making of good citizens. Yet most of us would hem and haw a little were we asked to define a good citizen. The term is bigger than we sometimes think. Perusal of Mr. Melbo's "Citizenship, a Large Order," will prove profitable.

•

As promised a fortnight ago, Dr. S. Monroe Graves brings down his gavel to signal the opening of "The School Forum." We believe "The School Forum" is off to a fine start. The success of the forum will depend partly upon you. Note the "R. S. V. P." or its equivalent and — well, you don't have to, of course, but you'll be glad if you do and so will Dr. Graves.

THE PUBLISHERS.

WHY have ninety-nine out of a hundred adult Americans only a casual acquaintance with the dictionary — the essence of the English language, the root of American education?

BECAUSE the dictionary has always been looked upon as a mere reference book to be consulted only in case of special need. Though the dictionary is the most important educational book published, schools do not teach pupils how to secure the greatest possible benefit from its use. Teachers have lacked the right key with which to unlock all the treasures of this storehouse.

NOW, however, the situation is changed. With the publication of *Adventures in Dictionary Land,* systematic training is supplied which will enable pupils to use the dictionary intelligently, regularly, and enjoyably. Through the comprehensive, interesting exercises and word games in these Workbooks pupils acquire skill, accuracy and speed in looking up words and definite knowledge about their spelling, pronunciation, and meaning. With these books, teachers can assign "busy work" which will help the pupil educate himself in the use of our language.

WORK such as this lays the foundations in the formative years for the intelligent and habitual use of the dictionary in later life.

ADVENTURES IN DICTIONARY LAND

For the Middle Grades

Books One, Two, and Three, Each, 20 Cents

By E. E. LEWIS, *Chairman of Department of School Administration and Professor of Education, Ohio State University, Columbus,* CLIFFORD WOODY, *Professor of Education and Director of Bureau of Educational Reference and Research, University of Michigan, Ann Arbor,* JOSEPH ROEMER, *Professor of Secondary Education and Director of Instruction in the Peabody Junior College-Demonstration School, George Peabody College for Teachers, Nashville,* and W. L. MATTHEWS, *Director of the Training School, Western Kentucky State Teachers College, Bowling Green.*

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

The New America

THE marvelous election of November 8, the culmination of an unprecedented campaign, will inevitably create a new America.

Science has discovered how to anticipate many freaks of nature in the heavens above and in the earth and the waters beneath, but there has been no adequate study of the freaks of human nature, of which the recent political campaign and election are the first great demonstrations.

For the first time an election is available as a result of this kind of a campaign. For the first time there will be a demonstration of the governmental effect of an election resulting from such a campaign.

All this is an interesting and important experience such as human nature has never had. It involves traits, individual and collective; traditions, civic, economic, and domestic; education, industrial, academic, and social.

Everything is to be learned. There is no teacher. Nothing can be learned historically, philosophically or scientifically. Watchful waiting for individual attainments and group achievements in governmental activities is the only way to discover the significance of anything in this world crisis as revealed in the last four years.

There will be a New America. What it will be and when it will arrive are the vital factors.

• • •

Geographical Education

EVERYTHING today is simplified and magnified from the one-room school district to the State University by having everything and everybody classified in geographical units.

The schools of Norwalk, Connecticut, have become marvelously efficient by having the schools classified in geographical units, so distinctly outlined that the most unschooled person can appreciate why he is associated with the neighbors he has. He knows that the geographical lines make him a neighbor to bankers, manufacturers, and day laborers when it comes to the consideration of any public question of interest and importance to the schools of that geographical district.

Shelby County, Tennessee, is wonderfully famous, nationally, because the county schools are considered, officially and professionally, as geographical units, so that there is no waste of time, money, or enterprise in securing the best attainment of every family, and the best achievement of the greatest result for the use of every dollar of tax money.

The schools of Omaha became famous for peace and prosperity by having leadership in school finance and academic activities dealt with in geographic units.

The geographic spirit in education has eventuated in developing modernized life in the South and West into great geographical sections with a vitalizing geographical spirit.

• • •

Luxury Taxation

THERE seems to be a world-wide impression that taxation, local, state, and national, should eliminate the necessity of self-denial of anything that is customary for one to have to promote comfort.

Naturally the United States, because of its leadership in democracy and prosperity, is expected to take the lead in this famous service to humanity, and the program of the national campaign and the resultant election make it possible for the national administration to promote taxation far beyond anything ever known.

We think the United States can give the world a noble demonstration of safe and sane luxury by taxation.

• • •

School Textbook Crisis

IN THE intense effort to reduce the cost of education there will be a forceful attempt to reduce the cost of school textbooks. This should be met skillfully, tactfully, and honestly.

The weak spot in the American school practice has been the leaving of school textbook adoptions largely to their authors. Publishers often select authors with an eye to their ability to promote the use of their own books.

School textbooks yield a greater return to the public for the money invested than any other expenditure of public money, and this must be conclusively demonstrated by public-spirited men and women who have no financial interest in their use.

• • •

Dublin, Ireland, 1933

THE World Federation of Education Associations has made a really remarkable contribution to the solution of one of the vital problems of world civilization by the selection of

Dublin, Ireland, for its meeting, July 29 to August 4, 1933.

Education is to solve the problems of the world crisis, and the United States is to be responsible in a large degree for the dominance of education in the creation of the new civilization.

The sons and grandsons of Ireland are to have an important part in the modernizing of American education, and it will be of the utmost significance to have constant reference to Dublin in the promotion of world achievements in education for the next ten months.

• • •

Thomas D. Boyd

THOMAS D. BOYD, president-emeritus of the State University of Louisiana, one of the distinguished leaders in education in the country, died on November 3, in Baton Rouge, at sixty-eight years of age.

As president of the State Normal School at Natchitoches (1888-1896) and of the State University (1896-1907) he was the creator of modern education in the state, and has been a professional inspiration in the South and Southwest.

• • •

Mell L. Duggan

THE state superintendent of Georgia has been a noble official state leader in education for many years, but the over-confidence of the friends of education led to his defeat. There was not the slightest suspicion that there was any possibility of his being defeated.

This was the one year in which the spirit of change was a pernicious epidemic, and Georgia had more than its share of this spirit. Fortunately, the state superintendent is everyway manly, and has taken no advantage of two situations that a man of less manly qualities might have taken advantage of, but they were no temptation to Dr. Duggan.

The famous Congressman whose ambition was fruitless in the primary was promptly cared for in Washington, regardless of party affiliation. Dr. Duggan's professional worth is sure to be appreciated in some way, because he has many attainments which are highly important.

• • •

Educating the Public

ANGELO PATRI and his associates have demonstrated that it is possible to educate the public universally and completely by concentrating effort on one line of activity and using the daily press.

Mr. Patri studies his readers and their reactions to what he writes. He is in no sense technical, never handicaps his message by making it a mission. He is in no sense a welfare specialist. He has eliminated mistakes of mothers and fathers in dealing with young children.

I have seen no mother box a child's ears in public for more than three years, and I have seen only one father cuff a child on a train or in a railroad station, though I have traveled from coast to coast many times. These were universal habits of fathers and mothers a few years ago.

The Patri writers specialize on what not to do in public with babies and children. They tread lightly with boys and girls, and say little about youths. They have literally perfected the public behavior of little people, their parents and their nursemaids.

• • •

Schools Must Do More and Cost Less

THE daily press is criticising the educational profession for its attitude toward those who are crusading for the reduction of the cost of the schools. The profession should place the emphasis upon better schools rather than upon their cost.

Unless the schools give evidence of more definite return for their cost, there will be reduction all along the line. Unless the school people give abundant evidence that the schools will do much more for the neighborhood than they have done in the past the people will take the matter in hand.

Professionalism must give more attention to the demand for specific return for school costs and less to the building up of the reputation of professional leaders.

• • •

Paul Monroe in Constantinople

DR. PAUL MONROE of Columbia University, president of the World Federation of Education Associations, and creator of the International Institute of Education, is in Constantinople for two years as president of the American Colleges for men and women. This gives Dr. Monroe an enviable opportunity to master the details and to demonstrate the inspiration of service in world education. Dr. Augustus O. Thomas, with headquarters with the National Education Association, 1201 Sixteenth Street, Washington. will have personal guidance of this great work in America.

• • •

Mrs. Ruth Bryan Owen

THE former Congresswoman Ruth Bryan Owen, probably the most brilliant woman in political life, has been attractively active this year, and will do much to magnify the official influence of women in public life. Her residence is in Washington, where her distinction is recognized regardless of partisan lines.

Belding's Page

A Point of Patriotism

SO MANY jobs are shouldered upon the people's schools that one hesitates to suggest another. But perhaps this is an overlooked portion of a job already accepted.

Here goes, then.

Cannot the schools instill so much respect for the office of President of the United States that all young Americans—and through them all older Americans—shall forever refrain from booing or hissing or otherwise insulting any person who occupies or has ever occupied that high and honorable office?

To be sure our President is not a king; that is to say, he is not purely and simply a symbol of the nation and its government. The presidential post is, nevertheless, the most dignified in the gift of our people. And, whatever may be thought of any President as an individual or as an administrative officer responsible for given policies, the act of deriding or of expressing contempt for the occupant of our highest office is not only in disgustingly bad taste, but is decidedly discordant with patriotic ideals and sentiments.

Is it too much to hope that, by reason of lessons given on this matter, in school and out,—in the public press, in movie theatres and on the air, President Roosevelt and every President who shall come after him may be exempted from this odious treatment?

Americans do not boo their flag. Their President stands as the living, active embodiment of all that the flag itself represents.

• • •

To Win This Battle

IT IS POOR strategy to stand on the defensive. Every great general knows this.

There are enormous conquests yet to be made against the old enemy, ignorance, and the American public has always rallied to the support of leaders who valiantly fought against that foe.

The best way to insure continuance of popular support for education is to convince the public, by word and deed, that the battle must go on; that plans are drawn up for advances.

If educational leaders content themselves with meekly defending what they have already done, much ground will be lost.

Schools, by and large, have been less extravagant than any other institution. A little rechecking is doubtless necessary in an hour of money scarcity. But no true leadership will permit its vision to be clouded or its ambition for the increasing success of education to be halted by barrages aimed at budgets.

It may be necessary, for a while, to make advances with depleted revenues. But the main idea is to keep the eyes of the public on objectives yet to be gained.

• • •

The College's Younger Brother

FOUR years in college as a blanket prescription for every father's son or daughter who has the price, has proved itself a mistake. Most of the colleges have fought against the idea, and some have been rather drastic in their exclusion of candidates for admission. Hard-headed, successful men have wanted their children to have all the education money would buy. Mothers interested in the social advancement of themselves and their progeny have pushed their boys and girls into college doorways. The inability of so many college graduates to secure jobs in the past two or three years has caused some of the hard-headed fathers to change their attitude. College is not for every one. It is adapted to the needs of a certain percentage of young people.

Merely to have discovered the limitations of colleges does not solve the problems of the non-collegians. Many of them need and could profit by having further instruction after their completion of secondary school curricula. Some have a single talent which should be cultivated to its full possibilities. The average college does not invite the one-talent pupil.

To cast out upon the world of industry and trade all youths who do not fit into college grooves, is to neglect much latent ability and to put many square pegs into round holes.

Such an institution as the junior college can be extremely useful in completing the life preparation of those who do not belong in four-year colleges. That is to say—IF the junior colleges are something besides imitations of the first half of the four-year college.

A junior college, being a new institution, should be given leeway to study the needs of individuals of diverse qualities and characters, and to build programs around those needs. The junior college should come to grips with life. It should introduce the student to different lines of endeavor, and help him to equip himself for one or more of them. Exploratory studies should reach their climax in those emergent years from eighteen to twenty. Ideals of citizenship and character should take rather definite shape in their thoughts and emotions. Great loyalties should be formed.

If the junior college fails in its essential task some other institution will be called for.

Anson W. Belding

That "Special Talent" Fallacy

By D. E. PHILLIPS

Shepherd State College, Shepherdstown, West Virginia

AFTER hailing vocational guidance as a remedy for our misfits and educational difficulties for twenty-five years it is time to consider our progress and future outlook. A wide gap of wasteful experience separates the present from the time that Frank Parsons of Boston introduced us to vocational guidance. Soon the literature on the subject multiplied and many lecturers gave an impetus to the movement. Cities and states set in operation various machinery to guide the young into their proper place in life. Many self-styled character readers went over the country pretending to tell high school boys and girls what each was best fitted to do in life.

Ere long the movement became entangled with vocational education and still remains so. From Germany came the news that in the city of Munich there were vocational schools for almost any occupation carried on in that city. But remember that it is one thing to decide which one of our 30,000 vocations a boy or girl is best adapted by nature to fill, and quite a different thing to provide the necessary training. However, it is still more difficult to make sure that the job exists after the training is completed.

Those writers and speakers who claim that Nature or God endowed each individual with special fitness for some specific calling in life should explain why the wise economy of Nature did not make some provision for the surplus supply and the many jobless individuals everywhere. Again, there must be some wonderful and mysterious shake-up in the chromosomes to keep up with the multiplication of occupations. A hundred years ago the occupations in this country were limited to seven or eight thousand. Today there are listed in Washington over 30,000 distinct occupations.

Let us first face the difficulties of deciding what each boy or girl is best fitted *by nature* to do in life. Then how we will get said independent youth to accept the prescription of the wise doctors. Lastly, we will ask what certainty the individual has of landing the proper job when the days of preparation are over. We are assuming vocational education or training for the job to be possible provided only adequate funds can be secured.

•

After thirty years of effort to determine and measure native intelligence and specific abilities we have not accumulated any convincing body of evidence, and the investigators are divided into two groups, one who hold that intelligence consists in specific abilities and the other that intelligence is general and that ability in one thing is usually accompanied by ability in others. Among the more advanced thinkers uncertainty and doubt exist everywhere. Extremely dull or bright students even in college are outstanding in any general list of I. Q.'s. But even this does not guarantee success or failure in life. However, when you eliminate five or ten per cent. at each end of the line future prediction for the rest becomes so uncertain that it is largely worthless.

This is due to several causes. In the first place no one except the Philistines who refuse to change their ideas in the face of facts, now claim that we have any measure of *pure native intelligence*. Every test yet conceived involves the training and circumstances of the individual and every test omits many factors that help to determine success.

But the real difficulty in predicting the outcome of the 70 or 80 per cent. of our children lies deeper than this inadequate or inaccurate measure of intelligence. The big majority are sufficiently well balanced in their abilities that they may do any one of a dozen or more things about equally well if only the individual is fired by the proper desire, ambition, urge, push, purpose or *mental set*. When psychology can show us what relation exists between these qualities and special abilities, how to measure and develop them, we will open up a new field of education. It has even been found that indifference to an intelligence test lowers the score. Need, purpose, and determination raise it.

•

That idiots and geniuses are in the main products of heredity in the proper biological sense of that word I do not have the slightest doubt. Our educational system should make adequate provision for the stimulation and guidance of all individuals gifted in art, music, literature, science, invention, or philosophy, as the case may be. They are the salt of the earth. Without them progress stands still and life becomes a mere routine of maintaining existing conditions at any cost.

However, it is the masses with which we must deal in general vocational guidance. Outside of the gifted individuals I have serious doubts whether we shall ever be able to tell whether any individual child is better fitted by nature to be a teacher, preacher, lawyer, politician, social worker or a stage performer. All involve

contact with and the management of people and the possible reward of prominence, if not fame. We must not forget that the young are *influenced by the rewards of a calling, not the nature of the work.*

•

But suppose you do not agree with me, and that you still hold that we can determine by sundry and various means what each child is best fitted to do, how will you secure or compel conformity to your findings? Will not each adolescent insist that he desires and is best fitted to pursue that occupation that gives *evidence of greatest financial gain accompanied by honor and respectability?* Of course the masses will just let your advice go and drift into whatever they are compelled to do. A large number will insist on following the line of least effort and time in preparation. With all of our vocational efforts and expense what per cent. of those fitted for the farm will we succeed in holding on the farm? Investigation of the graduates from two agricultural schools developed the fact that only about 3 per cent. go into farm occupations, and that only 40 per cent. remained in the state where they graduated. How does it happen that in our colleges such a large per cent. suddenly become better fitted for teaching in high schools than in elementary schools? Any one knows that it is because the high school pays more and is supposed to be of a higher rank in distinction. I am often compelled to smile at the assumed superior knowledge of our training teachers as to where an individual teacher will succeed best. It usually agrees with the individual's wishes. *You may write it down that the deep-seated desire for financial reward and for distinction and so-called respectability will always block any successful vocational guidance.*

However, vocational guidance has a true mission in our educational system. But in my judgment it must give up mind-reading first. That mission is *to help the adolescent concentrate on and intensify the aims of life.* An inner consuming purpose multiplies the powers of an individual many times. With many boys and girls this can in some degree be accomplished by personal contact, suggestions and information about the occupations within the reach of the individual. It must in the main be built on the desires and longings of the individual as far as they can honestly be obtained. Circumstances and relation to home will often be controlling factors.

"The doctrine that each one is born with some special talent for some specific line or pursuit more than others, that we may discover this fitness by any of the methods now in use and finally fit the individual happily into his life work, I am compelled to think impossible."

Every year about four and a half millions of boys and girls between the ages of ten and eighteen pass out into the world to earn their living. The majority of them are aimless drifters without any inspiring imagination of a future life work and accomplishment. They seem never to have been inspired with any anticipations of the future. Everywhere the failures in life are mainly of those whose highest aim is merely to exist.

•

Now is it possible by any kind of contact or of education to help these boys and girls to concentrate their efforts, to generate out of their experiences, feelings and intelligence a *far-reaching purpose?* Such is unquestionably their deepest need. It is more important than any knowledge our formal class work can give. It is the best guarantee that our class knowledge will be absorbed. It does not need to be a specific purpose such as being a banker, lawyer, farmer, merchant, mechanic or school teacher. The individual with a burning desire to get somewhere will seek help and will find the way. Specific desires bring more concentration and surer success. But many will be compelled to discover themselves by contact with the real activities of life. Some day motion pictures will portray for our school children all the leading occupations of the country with working and living conditions. *Without self-confidence and aspiration there is no achievement.*

•

But that something that gives a zest to life; that creates an imaginary world of pursuit; that kindles the flames of consuming purpose; that, as Nietzsche says, burns oneself in his own ashes; that causes us in after years to sum up the best part of our education as contact with human souls on fire for something better and greater is not the outcome of standardized tests, of examinations, of the accumulation of passes, of military discipline, or of compulsory research. In highly gifted individuals its background is heredity. But thousands can trace its awakening to contact with teachers with a large sympathetic outlook on life—men and women in whose presence you first began to realize dimly some of your own possibilities. What does the magic touch of biography mean but the dim insight into human possibilities, the very seeds of which must slumber in the reader? But how destructive of this possibility would a true-false test on biography be? Here "Knowledge is a seed planted, not a harvest reaped; a beginning, not an end."

Finally, let us assume that vocational guidance is possible even in the extreme form of finding the thing for which nature has fitted each individual, and that schools and proper training have been provided, have we any assurance that corresponding positions, either in number or kind, exist? There was a time when much enthusiasm was

created concerning an inventory of the needs in a city or state. But a counter inventory as to where high school and college graduates live after leaving school destroyed that hope. Only a national inventory would do any good. But the needs of no two years are the same, to say nothing of a period of ten years, and local prejudice often excludes competent outside individuals. Even now some cities and states have announced their intention not to employ outside teachers. If nature has purposefully fitted each of us for some calling in life, should not the number of those fitted, say for lawyers or doctors, correspond to the needs of any city or community? But who can determine how many lawyers a city or community needs?

•

In conclusion let us face the problems I have pointed out and solve them or quit squandering money on a movement from which we hoped so much and have gotten so little. Let us save the good it has developed, such as I have emphasized. Had we been less formal and technical we would have accomplished more. *Contact with great and inspiring personalities, sympathy and encouragement, aspiration and zest for life are what count in this game.* But the doctrine that each one is born with some special talent for some specific line or pursuit more than others, that we may discover this fitness by any of the methods now in use and finally fit the individual happily in his life work *I am compelled to think impossible.* But it is only one of many impossible things we have undertaken in education.

Learning to Quiz by Quizzing

(A stenographic report of a lesson)

By JOHN D. BROOKS

Professor of Education, Wilson College, Chambersburg, Pennsylvania

A RECITATION is good in direct proportion to the pupil's participation and contribution to it. It is likewise good in inverse proportion to the teacher's participation and apparent contribution to it.

A lesson in methods of teaching should exemplify the principles and practices intended to be taught.

No subject is so poorly and inefficiently taught as the art of teaching itself.

The first two statements are self-evident. The third one can be verified by visiting any school or college in which the subject is supposed to be taught.

Anomalies like lectures denouncing the lecture method, or lessons emphasizing the importance of demonstration or of visual instruction without a suggestion of demonstration or illustration in the whole presentation are the rule rather than the exception.

Practice teaching in a real situation, properly organized and supervised, combined with directed observation of good teaching, is the only method of teaching how to teach that has even half-way justified itself by results thus far. This particular method is essentially project teaching. If results can be secured by any more direct method (one not involving, as so often happens in practice teaching, the exploitation of hapless pupils) it will be a tremendous gain in convenience and economy.

JOHN D. BROOKS

To the making of books on methods of teaching there is no end. They are often admirable as compilations of subject matter but almost universally weak in methods of effective and consistent self-presentation.

The following lesson on the "Art of Questioning" represents one effort at combining proper subject matter with effective presentation. The class was composed of seniors in a liberal arts college for women. These pupils expected to teach in secondary schools the following year.

•

Semester assignments were made at the beginning of the term. Each pupil was given responsibility for one lesson. She was expected to have it demonstrate the principles or methods she was attempting to teach. Procedures were worked out through several conferences with the instructor in charge. Detailed lesson plans were submitted and the assignment was made in considerable detail a week prior to the lesson.

The following is an abridgement of a stenographic report of the lesson as actually presented.

The class, numbering thirty-five, was assembled. The professor in charge took a seat at the side of the room and seemed only a very interested observer of the proceedings. The acting teacher of the day, Miss W., stepped to the desk and began:—

"Miss V., you have the class seating plan. Please check the absentees and hand to me at the close of the recitation."

"Miss T. will give the assignment for our next recitation."

Miss T. gave general and individual assignments on the next subject, "Measuring the Results of Teaching," which she evidently was to have charge of.

Miss G. raised her hand.

"What is it, Miss G.?"

"Why is the assignment called for at the beginning of the recitation? Custom and logic indicate that it should be at the close."

"Will anyone volunteer to answer Miss G.'s question?"

Miss W. volunteered.

"The importance of the assignment is being increasingly emphasized as teaching improves. Sufficient time must be given to do it well. If it be deferred to the last of the usual High School recitation period, it is very apt to be forgotten or postponed until insufficient time remains to do it well. If too much time is set aside for the assignment, it causes often a very awkward unused interval before the final bell rings. The necessity for the assignment distracts the mind of the teacher during the recitation. So altogether the assignment is most effectively and satisfactorily taken care of by having it at the first of the lesson."

"Is the answer satisfactory, Miss A.?"

"Yes, it seems very plausible."

"Miss P. will now give a brief review of our last lesson."

This lesson was on the laboratory method. Miss P. gave a resume of the principles and methods as presented.

"Today's lesson is on the 'Art of Questioning.' We will try to teach, largely through illustration, the principles of correct questioning. Responding to a question will involve two things; first, criticism of the question as presented; second, giving the correct answer to the question."

"Who can tell me something about the lesson?"

All raise hands.

"Miss A. may answer."

"The question is a poor one because it is too general and not directed to any particular pupil. The hands raised show you that everybody can tell you something about the lesson."

"Miss B., what can you tell me about the lesson?"

"The question is an imperfect one because it names the pupil before stating the question. It is also too general. I can tell you all about the lesson."

"Practice teaching in a real situation, properly organized and supervised, combined with directed observation of good teaching, is the only method of teaching how to teach that has even half way justified itself by results thus far. This particular method is essentially project teaching. If results can be secured by any more direct method (one not involving, as so often happens in practice teaching, the exploitation of hapless pupils) it will be a tremendous gain in convenience and economy."

"Tell me something about the lesson, Miss C."

"The question is too indefinite. I would answer by saying that the lesson is on the 'Art of Questioning.'"

"Is the art of questioning an important factor in all types of lessons, Miss D?"

"You are asking questions of the class in alphabetical order. The question is poor because it admits of a 'Yes' or 'No' answer. The answer is 'Yes'."

"What are two purposes of questions in a recitation, Miss Y?"

"Please repeat the question."

"No, the question is clear and was plainly stated. Miss S. may answer."

"To check the pupils' preparation and to aid in the development of the subject matter."

"Name the chief elements on the teacher's part that are demanded in skillful questioning, Miss H."

"That is a good question."

Miss H. answered, evidently following the textbook. The teacher repeated the answer. A hand was raised.

"You repeated the pupil's answer."

Another hand was raised.

"You were justified in repeating it by the importance of the answer. Repeating the answer emphasized it."

"Discuss the first item, Miss R."

"The second one, Miss M."

"The third, Miss O."

These questions were answered without criticism. One or two answers were supplemented by other pupils.

"Name two types of questions most commonly used, Miss D."

"The question is a little indefinite. I suppose you mean 'fact questions and 'thought' questions."

"Define these two kinds. In what subjects would each be used? What should be the proportion of each, Miss L.?"

"This is defective because several distinct questions are combined in the one query."

She answered each one.

"What about devices for securing equable distribution of questions, Miss K.?"

"The question is a poor one, because it contains such crudities as 'What about' or 'How about.' The use of such expressions should be avoided. A teacher may look over the class roll beforehand and decide in a general way which pupils should be called on."

Miss S. volunteered the idea

of having each pupil's name written on three by five cards and drawing names at random for questions.

"All right, that is splendid, Miss S."

Miss D. raised her hand.

"Yes, Miss D.?"

"The use of 'all right' should be avoided; also profuse praise should not be used except for very exceptional work. The mere acceptance of a recitation is, as a general thing, sufficient commendation."

"You may give the quotation from Breslich in today's lesson, Miss K."

Miss K. hesitated.

"You may rise, Miss K."

Miss K. rises.

"Now what was the quotation?" No answer.

"What was it about? Surely you know what it was about."

No answer.

"Now think hard. Who can give Miss K. a hint? Miss S.?"

"It compares the number of times different pupils recite in an observed recitation."

"Now, Miss K., can't you give us the quotation?"

No answer.

"Miss S., you may answer."

"It is a futile waste of time to devote so much effort on a pupil that very evidently hasn't prepared her lesson."

Miss S. then gave the quotation.

"In what branches of the curriculum do the different types of interrogation predominate, Miss R.?"

"The question is poorly framed because it uses too many unnecessarily large words. The teacher should use as simple language as possible."

She then answered the question.

"What should be the proportion of fact versus thought questions in the average recitation, Miss J.?"

"The question does not admit of a definite answer. Thought questions are generally preferred."

"What Greek philosopher originated the Socratic method of questioning, Miss T?"

"The question is a poor one because it implies the answer. Surely it was Socrates."

"We will now have a demonstration of the Socratic method by Socrates in person and his pupil Alcibiades."

The following dialogue which was prepared by a member of the class was then given by two pupils.

Socrates, with his long staff in his hand, appeared in the front of the classroom walking slowly, apparently in deep thought. Alcibiades, a sprightly youth, was passing him hurriedly, when Socrates inserted his staff deftly between Alcibiades' feet and tripped him up. The following dialogue occurs:—

Alcibiades (angrily, with hand raised to strike)—"What, thou gray beard! Darest thou trip me up? Were it not for thy gray hairs thou wouldst receive the castigation thou rightly deservest."

Socrates (raising hand)—"Halt, impetuous youth! Such haste as thine is justified only by a search for wisdom. Wouldst thou know truth?"

Alcibiades—"Truth, what is truth? Where may I find it?"

Socrates—"Truth, like the illimitable air, is everywhere about us, unseen, yet awaiting our discovery and service."

Alcibiades—"How may I know truth? Teacher, instruct me."

Socrates—"First, thou must comprehend the profundity of thine own ignorance. Then thou must know those arts of thought and logic by which truth, like the timid hare, is tracked to its lair. Here, with my staff, I draw this figure in the sand. (It is really drawn with chalk on the blackboard.) See, it has four equal sides, and each side is just one span in length. What area is encompassed by the sides?"

Alcibiades—"Surely, it is one square span."

Socrates—"Alcibiades, thou reasonest well. Now, what area would be included in a similar figure two spans on each side?"

Alcibiades—"Surely thou mockest me by pressing such simple questions. What else could it be but two square spans?"

Socrates—"Alas! I fear thy reasoning is at fault. Take the staff and extend each outer side to two spans and complete the figures."

Alcibiades—"Alas! I perceive I am a bonehead. Plainly it is four square spans."

Socrates—"And such a figure four spans on each side?"

Alcibiades — "Surely sixteen square spans."

Socrates—"Well done, glad youth. Thou hast comprehended a great truth. Canst put it in words for me?"

Alcibiades—"It would be stated thuswise, I think: Similar figures vary in area according to the squares of their like dimensions."

Socrates—"Well done, indeed! Thou has learned three great truths: thine own ignorance, the art of reasoning, and a universal principle of geometry. Walk with me, I would instruct thee further."

"Miss N. will now summarize the lesson."

•

Following this a true-false test of twenty statements on the art of questioning was given. On the back of the sheet the pupils were asked to write a brief criticism of the presentation of the lesson.

The teacher, Miss W., then took her seat and the professor himself came into evidence. He began to read some notes he had jotted down during the lesson. Before he had got very far, the closing bell rang, and he compromised by handing his notes with a word of commendation and a smile to the pupil who had conducted the lesson.

Do Teachers Want Books?

By P. A. KNOWLTON
Editor, The Macmillan Company

In yielding to the persuasion of the Editors that he set his views on this subject before the Journal of Education's readers, Mr. Knowlton has, we believe, rendered a true service to the schools.

THERE are many indications that school officials and classroom teachers are beginning to appreciate the importance of schoolbooks and to resist ignorant or politically motivated attempts to reduce book budgets. Possibly this is a by-product of hard times, for it is only human to value that of which we have been deprived. If so, the depression has not been entirely lacking in benefits to education.

Sentiments voiced regarding budgetary problems related to textbooks reveal striking differences in viewpoint, and may be classified very easily as follows:—

1. Demogogues' pleas for a penny-wise, pound-foolish policy in this important but comparatively minute fraction of all school expenditures. Many professional politicians are still clamoring for the cheapest book regardless of merit or age.
2. Pleas for sound perspective regarding the high value of books in relation to their low cost, by students of education, newspaper editors, and others who deem it a public service to keep schools properly equipped with the most vital educational tools.
3. Justifications of reduced budgets put forth by harassed school officials who must cut somewhere and decide to cut an item which at least cannot talk back.
4. Refusals of other school administrators to make budgetary cuts in a department where relatively large but intrinsically insignificant cuts will do the schools so much harm and the total budget so little good.

•

Classroom teachers, you may think, are conspicuously absent from the above list, and so they are; but not until the vast army of classroom teachers in the United States becomes actively conscious of (1) the importance of an adequate supply of factually reliable, educationally sound, and physically clean and undamaged textbooks, and (2) the necessity for demanding this equipment, often in the face of heavy opposition, will they and their pupils be reasonably sure to get the books they need.

The situation would be serious enough if all teachers valued good books as they should be valued and were merely timid or inarticulate. But the difficulty is more fundamental than that; in so far as teachers are really interesting themselves in schoolbooks there are many influences which cause them to belittle books rather than to magnify their importance.

As an occupation, elementary and secondary school teaching has only recently become professionalized, and whenever a profession becomes self-conscious of its newly acquired standing a premium is likely to be put upon innovation. The idea has grown up that, however you may teach, you must teach differently; that whether your present curriculum works well or not you must keep forever at the task of changing it if you are to be recognized as truly professional. As a protest against all that is static and unprogressive this stage is a very necessary one, and many superintendents view the task of curriculum construction as highly beneficial to teachers, and hence to education, because of the research training and practice which it provides; but the elimination from the curriculum of much that is obsolete and unsound is frequently coupled with the rejection of much that ought to be retained.

•

Now courses of study and books go hand in hand. They either agree or disagree, and a teacher cannot easily use a book made for one course of study and follow another course. So the fabrication of several hundred courses of study annually—Professor Harap reports 317 courses in the social studies alone received from seventy-two cities in the last two years—means an annual addition of several hundred communities which are likely to complain of any social-studies textbook now in print. This in turn means a need for a tremendously larger number of books in this field than could possibly be published commercially, or a resort to syllabi, with all the difficulties which they involve if used as substitutes for public school textbooks. Too many ambitious teachers fail to appreciate the fact that the way to succeed professionally is to insist upon the best books available, and thus to teach without unnecessary handicaps. To scorn textbooks and to make your own is to court failure.

What wonder that the low esteem in which basal or required texts are thus coming to be held in many quarters reacts upon teachers' attitudes toward books in general; that the library and supplementary books actually

provided are rarely so numerous, except in number of titles, as those that are provided under the a-book-to-a-pupil plan; that the need for books is gradually forgotten by the teacher, who of all persons in the community ought to rank with the librarian as an advocate of books?

We started this brief article with a note of optimism. This was justified, for the pendulum has begun—just begun—to swing in the opposite direction. In recent weeks we have heard of more than one group of teachers that has stood valiantly back of an adequate book equipment and conditioned its generous acceptance of temporary salary cuts upon the promise of its board of education not to reduce the equipment of books. *Such teachers know that, with the salary item forty times the book item, cuts in book equipment do not save their salaries but merely handicap them in their work.*

Perhaps one of the reasons why teachers in the past have not been more active in their resistance to reduction of book appropriations is the fact that until recently few teachers were budget-conscious. I confess that when I began my work as a teacher I rarely if ever thought of where my salary came from; I thought of it as a sort of automatic reward, decreed for me by my principal if he liked me and my work, and withheld if he did not. I never stopped to think that my fellow-teachers and I cost the public in salaries incomparably more than all the books furnished the children, and I had not even heard of those comparisons, long since become trite, of large expenditures for cosmetics and chewing gum with relatively trifling expenditures for books. Many teachers are today still unaware of these figures. But if education is not to suffer seriously, teachers must understand that a few dog-eared, scribbled, tattered, out-moded books cannot possibly produce the results which could be achieved with far less effort by the use of a standard, though in no way extravagant, equipment of a modern book in every subject for every pupil. That is, unless "subjects" are themselves taboo. If they are taboo and "activities" are the order of the day, teachers cannot afford to forget that a large percentage of activities are reading activities, and that the new regime demands a veritable library for every room if it is not to collapse of its own superficiality.

Citizenship, a Large Order

By IRVING R. MELBO

New Mexico State Teachers College, Silver City

IF you go about picking up the stray paper on the streets, then you are a good citizen. Or, if you can qualify as one who isn't stingy; knows the English language; does not harm birds and flowers; speaks correctly; or, is good to everything, you are also a good citizen. At least, so say some of the graduates of our public grade schools in a recent investigation to determine what conceptions of good citizenship have resulted from the training of the elementary school.

Perhaps every grade school curriculum in the United States definitely sets forth the objective of "training for citizenship" and then glibly goes ahead in a blind attempt to turn out good citizens like so much grist from the mill, hoping that by some miracle the mysterious cloak of good citizenship will have fallen, hocus pocus fashion, upon each student. But after eight years, more or less, of this training, is it not time to think about checking up on the results? Has the grade school really trained for citizenship? If so, how effective has this training been? How effective will it be in this age of fad-chasing materialism? What conceptions of the qualities of good citizenship do the graduates have?

For a period of three years the writer has asked several hundred different grade school graduates upon beginning their first year of high school this question: "What is a good citizen?" The accompanying table shows the variety and percentage of answers.

TABLE I

WHAT IS A GOOD CITIZEN?

Reply given: One who——	Per Cent. "Before" Taking H. S. work	Per Cent. "After" Taking H. S. work
Obeys the laws	49	58
Is loyal to his country	13	6
Does things to help his country	10	6
Helps his community	3	—
Is honest	3	2
DO NOT KNOW	3	22
Is born in the country	2	2
Votes	2	—
Is truthful	2	—
Is clean	2	—
Helps to make the laws	1	—
Pays his taxes	1	—
Is polite	1	2
Has been in the state a long time	½	—
Belongs to the United States	½	—
Is not stingy	½	—
Is unselfish	½	—
Is brave and honest	½	—
Speaks correctly	½	—
Has good morals	½	—
Mixes with people	½	—
Does not commit crime	½	—
Does not harm birds and flowers	½	—
Goes to church	½	—
Is good to everything	½	—
Always has work	½	—
Knows the English language	½	—
Picks up paper	½	—
Keeps the yard clean	½	—
Is balanced in thought	—	2
TOTAL	100%	100%

Nearly fifty per cent. believe that good citizenship is merely a matter of law obedience, and this is readily explainable when the typical citizenship training is considered. The grade schools are no doubt sincere in their desire to turn out good citizens, but the good people of the entire educational world are woefully ignorant about what constitutes good citizenship. They have been hopelessly floundering around in a great morass of traditional procedure. The prevalent idea has been that citizenship is something connected primarily with the civic duties and privileges of government, national, state, and local. Consequently, citizenship training has followed along this line. Whether or not the schools actually taught the impressions registered in Table I as the essence of good citizenship matters but little. The important thing is that they were the conceptions which the students *did get*.

•

No blame can be attached to the students, however, for they but reproduce and reflect what has been handed out to them in the schools and elsewhere, and like good little patients they have swallowed the pink pills of "learning to be good citizens" and are now supposed to be forever cured of whatever ailed them and entirely immunized against whatever might attack them.

But does the high school, which also claims to train for good citizenship, improve on this early training? Far from it. The students whose replies have already been quoted were all registered for high school courses in citizenship, community civics, or elementary social science, all of which have the principal objective of citizenship training. Upon completion of these courses, they were again asked to write an answer to: "What is a good citizen?" A comparison of the columns labeled "before" and "after" taking the high school courses shows the results. After taking the high school's first dose of citizenship training medicine, 58 per cent. state that good citizenship is only a matter of law obedience. The per cent. of those who "did not know" increased from three to twenty-two. In short, the high school helps to crystallize and perpetuate the earlier fuzzy notions about citizenship. And small wonder. An analysis of ten different commonly used textbooks in this field shows that, by actual count of pages, anywhere from one-third to all of each is devoted to the subject of governmental machinery and procedure in the making, enforcing, and applying of law. The remainder is usually devoted to a rather puerile discussion of various community problems.

No one can say to what extent the public school's citizenship training has failed or succeeded. A vast amount of juvenile delinquency, a rapidly growing divorce rate, racketeering, highly organized crime, and graft and corruption among both the high and low in government bear grim testimony to a failure in citizenship training somewhere. In a land where training in good citizenship has presumably reached the masses through the medium of a public system of education, we have far too many political, economic, and social evils to speak well of that same citizenship training.

The remedy? It should be obvious that good citizenship is more than a matter of obeying laws, voting, being patriotic, loyal, etc., though to be sure, these things are important. As a matter of common observation, the average person's duties in and of government take up but a small part of his total life activities. What about the activities which centre around the home, the school, the community, the church, the industries, the standards of living, the preservation of health, the recreations, the use of leisure time, the agencies of communication and transportation, the means of social control, the development of civilization, past and present; man's own mental, physical, and social make-up, his unfounded beliefs, and so on?

•

We must get rid of our limited and moronic conceptions of what constitutes citizenship. After all, is not good citizenship a matter of normal participation (from the standpoint of social utility) in the activities of all of the social institutions of which each person is a life-time member? It is in this mould that we must recast our citizenship-training machinery for the future.

THE TEACHER'S CREED

I Believe in My Profession—

Because I have the satisfaction that my day's work has had an important part in building lives;

Because I know that a word from my lips will light some child to happiness and true success;

Because in this day of puzzling national, state, and local problems, there is more need than ever before for level-headed counsel in the classroom;

Because my soul is refreshed each day as I look into the guileless face of noble youth;

Because I receive invaluable compensation in-so-far as I give unstintingly to the open minds and hearts before me;

Because I have the key to the future of America entrusted to me in the lives of American childhood;

Because I have an opportunity to help in the building of the right sort of leadership for the America of tomorrow.

HERALD M. DOXSEE

Cleveland High School
St. Louis, Missouri

Give Today's Child His Bookright

By ANSON W. BELDING

BOOKS are part of the modern child's birthright. Past ages have bequeathed the art of writing and the art of printing. When books were copied by hand, there was good reason why only a few could have them. Today, books are among the least expensive things on earth. Their very cheapness seems to have made people underrate their value and importance.

So vast have been the discoveries in almost every field of human knowledge, that it is manifestly unfair to confront children with the complexities of modern life without the benefits of the well-organized information, sorted and compressed, which is contained in books. Books help to solve the riddle of environment. Teachers do this, too, but books can be present at all times and teachers cannot. Books can make up for deficiencies in teaching. Books can save the time of teachers and greatly increase their effectiveness.

To deprive a child, in these times, of adequate textbooks or of books for reference and supplementary reading is to thrust him into the most bewildering labyrinth ever devised and expect him to find his way out without a guide.

It looks so easy to cut down on books.

What impressive savings one can make! Twenty-five, fifty, even seventy-five **per cent** can be carved from the book item in any one year by making the old books do a while longer. But how paltry this saving is when measured in dollars! And how small and mean an act it is to cheat boys and girls of their inheritance!

Evidence is not wanting that books have been undervalued even in normal times. There has always been a tendency to provide the minimum of new books, letting the child get along with soiled and battered ones from which he could derive no pride or pleasure unless he chloroformed his aesthetic sensibilities.

A more liberal policy in the matter of book equipment was long overdue when the depression arrived, bringing frantic retrenchment.

The child, after all, is not to blame for what grown men and women have been unable to accomplish in straightening out the social and economic order. And it is manifestly and brutally unfair to the child of this decade to rob him of his birthright by refusing to place in his hands reasonably fresh, well-chosen books.

Nor would the citizens and taxpayers stoop to such unworthy action if they understood either the harm of so doing or the infinitestimal economies thus to be effected.

The entire schoolbook bill of the American people is approximately $40,000,000 a year. The per capita cost to every member of the population is slightly more than thirty cents. Suppose ten cents of that thirty can be saved to put back into the public treasury. Will it be worth the sacrifice?

If the new generation is to do a better job than the older generation has done, it must have the best tools, the best knowledge and understanding that can be furnished from the whole experience of the race.

Start the young people off to success—with good teaching, a proper surrounding and more and better books.

THE SCHOOL FORUM

Conducted by

S. Monroe Graves, Ph. D.

Today's Challenge to Leaders

LEADERSHIP in American public schools is being challenged as in the days of Horace Mann, but by the laymen rather than by the educator. No epoch in American education has called for greater powers of leadership than the one through which we now are passing. As in the middle of the nineteenth century, when Horace Mann fought so valiantly for progressive education, so in 1932 master minds are called to the defence of some of the achievements made possible by the struggles of eighty years ago. Upon schools and executives in place of authority there rests an obligation for leadership which may not be refused; but mere executive efficiency is not sufficient. Enthusiasm is one of the certain requisites for progressing or even for the maintenance of the present status. As illustrated in the story of *Alice in Wonderland*, we must keep running in order even to stay where we are. The school executive who manifests real vision is a veritable prophet to his community and to other communities. Like the prophets of old, he, too, may for a time be in the unpopular minority; but the goals to be achieved fully recompense him for any present unpleasantness and the struggles necessary for meeting temporary difficulties. One of the most important assets in the defence of American spirit and success has been the necessity for very strenuous exertion in overcoming the difficulties and meeting the perils of pioneer life. The experiences of the pioneer gave opportunities for the development of the courage and perseverance so necessary for the solution of the problems always found in a developing civilization.

Educational progress in 1932-1933, as in any other year or years, depends very much on the *esprit de corps* of the teaching staff. A very vital principle confronting every school system at all times has to do with the morale of the personnel. If the morale is high, if its staff is loyal, if it is truly progressive, the success of the school becomes plainly manifest, and is observed both within the schools and outside the schools.

In fact, the extra-mural influences may gain an impetus that will add momentum to itself as it meets with approval, and good results will surely come from it as its worthwhileness is felt throughout the community.

If, on the other hand, the morale is low, wavering, and without definite purpose, the entire educational program suffers and the objectives sought through the school program become obscure, futile and impotent, and are likely to pass into innocuous desuetude. The rank and file in any organization is always immediately responsive to the impulsiveness of enthusiasm and optimism manifest in its leader. If the esprit de corps is weak among those in the vanguard, it is quite likely that there will be a corresponding depression in the lines farther back.

DR. S. MONROE GRAVES

As in all countries, so here, the strength of the defensive as well as that of the "forward march" depends upon the co-operative spirit, determined effort, and high enthusiasm of all participants.

School administrators have a real duty to perform in the maintenance of a high morale in the "staff" officers. Upon the degree of success with which the morale is maintained in this body, so will be the morale in the "rank and file." It is quite impossible to expect the latter condition to exist without fostering and making certain of it in the former. One of the best methods of realizing this objective, especially in a time of crisis, probably is that of taking the entire educational staff, both teachers and supervisors, into complete confidence regarding the issues involved, the methods to be employed, the objectives to be realized. Napoleon lost several European campaigns because he sacrificed the common soldiers to the ravages of inclement

weather and hostile forces under unfavorable conditions. The Russian campaign might have been a success had he taken more into consideration, the loss which his troops were bound to suffer, regardless of the brilliant leadership which his generalship provided. The interests of leader and "followers" are closely interrelated. The philosophy of the situations as well as the psychology might properly have been centred in the need for co-operation and the reasons for interdependence.

•

An educational administrator who is willing to follow the aims of the greatest educators and who has the opportunity to analyze their motives and to evaluate their goals, will come to the conclusion that their success is no mere chance success; rather will they conclude that it has been reached by surmounting the defects of unworthy motives and human weaknesses. The lives of such men as William T. Harris, David Starr Jordan, Randall J. Condon, and Horace Mann bring home to us the necessity for effort as well as the joy of achievement possible in the field of educational administration. All of these men exemplify in their lives the value of persistent effort, discriminating judgment, unflinching courage. Horace Mann in the period when opposition was so strenuous and inertia so prevalent never faltered in his plans for progressive education. He never hesitated to promulgate the highest type of idealism; he never was known to retract his vitalizing pronouncements so clear in their meanings and so significant in their importance. If each superintendent of schools, if each executive and supervisor, if each college president and dean can fully realize the importance of his own attitude and the interpretation of that attitude to the public, the present challenge to education will serve only to strengthen all American educational institutions. The final outcome if strengthened in the various ways possible instead of being in any way detrimental to American education will make American education more vital, more genuine in its worth to the individual and the community, and in all respects more intrinsically valuable in strengthening American institutions and in fostering the high ideals and purposes under which the United States of America were organized and to which these states pledged their most loyal devotion.

•

Question—If a superintendent should be obliged, because of economic conditions, to choose between increasing the teaching load and decreasing the allowance for textbooks and pupils' supplies, what factors should govern his choice?

Answer—The important facts to be considered in this case would be as follows:—

a. The present weight of the teaching load, i.e., if the load now averages twenty-five pupils to a teacher probably the load should be increased. If the load is thirty pupils to a teacher, it may be increased to thirty-five pupils to a teacher. If the present load, however, already averages thirty-five pupils to a teacher one very properly might hesitate to increase it to forty. In some cases where the teaching load already is over forty pupils to a teacher, a further increase would be very undesirable. A class enrollment of over fifty pupils per teacher, by statute in some states, necessitates two teachers.

b. The second fact pertains to the "make-up" of the classes; are they homogeneous, or are they made up of pupils highly individual—some very keen, alert, and co-operative, and some perhaps quite dull, slow in reaction, uninterested, and non-co-operative. Homogeneity in pupil grouping is a very important factor in weighing the actual teacher-load which any individual instructor already may be carrying.

c. A third fact has to do with the amount of the stock of textbooks and pupils' supplies already available. If there is too small a number of texts to supply each pupil, or if the texts available are already "out-of-date" and not adequate for present conditions, then the matter is very serious and would warrant a careful study and a tabulation of the exact results of such study so that all persons having to do with the final decision might go over the material very carefully.

d. A fourth fact would concern the ability of the teaching staff. A well-trained, experienced staff, having vigorous and persuasive personal qualities, could, of course, carry successfully a much heavier teaching load than a staff of beginning teachers having had a rather meagre educational and professional preparation.

e. Other information relative to the entire situation also is important. For example, if teachers' salaries have been very adversely affected, then the teachers' morale may be lower and the individual instructor may find his strength not quite adequate to carry successfully the larger burden.

NOTE: *The Forum is pleased to consider any important educational problem. Address: Journal of Education "Forum," 6 Park Street, Boston, Mass.*

In our next issue the School Forum will be of special interest to teachers.

SOME OUTSTANDING GREGG BOOKS

All published within the last year

Gregg Speed Building (Gregg)	$1.20
Gregg Typing, Technique and Projects (SoRelle and Smith)	
Book I	1.20
Book II	1.20
Complete Course	1.50
College Course	1.20
Intensive Course	1.00
Understanding Advertising (Hawley and Zabin)	1.20
Business Letters: Functions, Principles, Composition (Johns)	1.40
Work Book for Business Letters	.36
Business Mathematics (Rosenberg)	
Part I	.60
Part II	.80
Teaching Principles and Procedures for Gregg Shorthand (Skene, Walsh and Lomax)	1.20
Correlated Studies in Stenography (Lawrence, McAfee and Butler)	1.20
The Story of Uncle Sam's Money (Walter O. Woods, Treasurer of the United States)	1.50

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston Toronto London Sydney

Gregg Texts Are Authoritative

SAVE MONEY

On These Magazines

in combination with

Journal of Education

JOURNAL OF EDUCATION ($3) with	Both
HARPER'S ($4)	$5.00
SCRIBNER'S ($4)	5.00
TIME (Weekly) ($5)	6.50
REVIEW OF REVIEWS ($3)	5.00
GOLDEN BOOK ($3)	5.00
GRADE TEACHER ($2)	4.40
CURRENT HISTORY ($3)	5.00
INSTRUCTOR ($2)	4.40
COLLIER'S (Weekly) ($2)	4.50
EDUCATIONAL SCREEN ($2)	4.00
SAFETY EDUCATION ($1)	3.25
READERS DIGEST ($3)	5.00

All prices here given are for one year, to addresses in the United States.

If you subscribe for several magazines, send in your list and we will quote lowest clubbing price.

SEND CASH WITH ORDER TO

Journal of Education

SUBSCRIPTION SERVICE

6 Park Street Boston, Mass.

NEW YORK'S BIGGEST VALUE

• FINE ROOM *and* BATH •

$2.50 SINGLE

$3.00 DOUBLE

A modern, new hotel located in heart of New York, 100 feet West of Broadway yet quiet and cool. Each room has bath, circulating ice water, electric fan, Beauty-rest mattresses, exceptional furnishings and atmosphere.

Hotel Piccadilly

227 WEST 45th ST. NEW YORK

BOOK TABLE

TEACHING PROCEDURES. By William Carl Ruediger, The George Washington University. Cloth. 472 pages. Dedicated to the Idea of Sabbatical Furlough. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Dean Ruediger has brought into this one book a complete and elaborate treatise on everything of interest and importance to one who seeks a course in teacher-training.

This book is philosophic and scientific; it is inductive and deductive; it is logical and psychological; it is a treatise on literature, art and music.

It is professionally telescopic and pedagogically microscopic. The dean has the latest discovered universes in education and the highest power of the cosmic ray in principles, methods and devices in the science and art of teaching.

"Teaching Procedures" is fascinating to the reviewer, and is an inspiration to any student seeking the mastery of ability to teach children how to learn in school and out of school.

SCIENCE RELATED TO LIFE. By Frank Rieh. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The publication of school books is a wholly new profession and business. This is brilliantly demonstrated in the creation and marketing of the "Science Related to Life" series.

New school texts are inexcusable unless they are for a wholly new purpose made necessary by the world crisis for the new demands of the new world civilization.

Modern education is the science and art of learning how to know and use nature and human nature to the best advantage individually, industrially and commercially, socially and spiritually.

The author realizes that everything in life has been somewhat modified by the world crisis. He appreciates that everything in school and in life out of school must be learned to meet the new demands of the home, the neighborhood, society and business.

There is nothing in the planning of chapters, in the selection of any method or device, or in the phrasing of any sentence that could have been used in the treatment of any subject ten years ago.

There is no effort to have anything different. It is different simply because everything is different and must be learned differently.

Learning to live means that living is learning to live the new life, and "Science Related to Life" meets every need of the new life scientifically.

STORY OF OUR REPUBLIC. World Book Company.

To produce a book like this in a time like this is a noble patriotic service. Dr. Irving P. Foote, of the State University of Louisiana, Baton Rouge, has created a refreshing atmosphere for human nature in America, akin to "a rare June day" in New England following nature's neglectful springtime.

Everything revealed in the evolution of all that has been best in the history of our republic is so interesting that it abides in memory without any tedious drill. For example, in less than four square inches an illustrative chart shows that when the first census was taken, New York and Maryland had the same population, and combined they had less than half as many people as Virginia. New Hampshire had twice as many as Georgia, and Connecticut had the same population as South Carolina. This is visualized so that one cannot forget it.

In every respect, industrially, commercially and politically, the likes and dislikes, the trend and trail of pioneering, the hopes and fears are visualized without prejudice and with no spirit of propaganda.

The world crisis has made this balance of interests and information inevitable in every new schoolbook.

THE PSYCHOLOGY AND TEACHING OF READING. By Edward William Dolch, University of Illinois. Cloth. 260 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This book should be available for all teachers who must teach several subjects, or must teach children of various ages, and there are a vast number of such teachers.

The modern rural school has a library of books of principles, methods and devices for teaching everything that is likely to be taught, and of teaching every variety of child that is liable to be in any school.

In every city school library there should be a section of books for teachers to use in teaching elementary school subjects.

There should also be a section of this library devoted to books for teaching various ages, abilities and temperaments.

This book meets a vast variety of needs of teachers of all subjects, of all grades, of all ages, abilities and temperaments.

There is no library in any school, in any neighborhood, in any state in the Union, that should be without this latest study of the science and art of teaching any subject or any student.

APPLIED MATHEMATICS. Prentice Hall, Inc.

The attempt to deflate arithmetic as a tool subject is likely to inflate it as the fundamental of mathematics, as is brilliantly achieved in "The New Applied Mathematics" by Sidney J. Lasley and Myrtle F. Mudd of a junior high school in Kansas City, Missouri, a city of creative energy in progressive education for more than a third of a century.

This book of 450 pages is as completely new in its application to all phases of business as an "electric refrigerating machine" is for every substitute for ice in ye olden time.

In principles, methods and devices, in philosophy, science and pedagogy, in arrangement and phraseology, in suggestions and inspiration, this is as wonderful a production in schoolbooks as we have seen.

Books Received

"Tests for 'Drills in English.'" By George B. Wood and Clarence Stratton.—"Drills in English." By George B. Wood and Clarence Stratton.—"Los Mejores Cuentos de Pardo Bazan." By Willis Knapp Jones.—"A First Reader in Spanish." By Nina Lee Weisinger and Marjorie C. Johnson. Garden City, New York: Doubleday, Doran and Company.

"Selected Essays." By Mariano Jose de Larra.—"The Essentials of Spanish Grammar." By Ralph E. House and Erwin K. Mapes. — "A L'Enseigne du Coq." By E. Saxelby. Boston, Massachusetts: Ginn and Company.

"Your Child and His Parents." By Alice C. Brill and May P. Youtz.—"The Wholesome Personality." By William H. Burnham. New York City: D. Appleton and Company.

"The Auditorium Social Arts." By Harry G. Miller and Newton W. Chaffee. — "Third-Year Latin." By Harry E. Wedeck. — "Modern Junior Mathematics." By Walter W. Hart. Books One, Two, and Three. Boston, Mass.: D. C. Heath and Company.

"First Yearbook: Some Aspects of the Social Sciences in the Schools. 1931." — "Illustrated Study Guide, Ancient and Medieval History." Philadelphia: McKinley Publishing Company.

"Thomas Lovell Beddoes." An Anthology. Cambridge, England: University Press.

"The World We Live In." By Louis Weinberg, Zenos Scott and Evelyn T. Holston.—"Principles of Social Science." By Thames Ross Williamson and Edgar Bruce Wesley. D. C. Heath and Company.

"Principles of Mental Development." By Raymond Holt Wheeler and F. Theodore Perkins. Thomas Y. Crowell Company.

"Clarifying the Teacher's Problems." By Arthur Gist. — "The Teaching of Art." By Margaret E. Mathias. — "The Beginnings of the Social Sciences." By Mary M. Reed and Lulu E. Wright. — "First Experiences With Literature." By Alice Dalgleish. Charles Scribner's Sons.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

City Government Set-Up in School Real Behavior Aid

WACO, Tex.—The whole conduct and attitude of the 2,000 pupils who attend the Waco High School each year have been transformed, in the opinion of their principal, through the organization of an unusually complete school municipality.

Not only has the behavior of the pupils toward the school, school property, teachers and one another been greatly improved as a result of the assumption of civic responsibility, but their attitude toward law, property and organized society in general, the principal, E. T. Genheimer, believes, has undergone a marked change for the better. The plan has now had ten years of operation.

The student body is organized into a corporation known as "The School City." All members of the student body are residents, but only those belonging to the ninth, tenth and eleventh grades are citizens. A poll tax of five cents a year is levied, and only those citizens are eligible to vote in any election who have paid. An average of 260 students perform official duties every day.

The government is patterned after the city manager plan. The chief cog in the governing machine is the city commission, composed of five members chosen by the voters at regular elections.

Specific gains that have followed in the wake of the plan, Mr. Genheimer says, include an improved appearance in the high school buildings and grounds, reduction of faculty supervision and discipline to a minimum—the school is able to operate with fewer employes as a result—and a new interest in and appreciation of civics and related subjects.

Stadium Turned Into Classrooms

NORMAN, Okla.—The University of Oklahoma athletic stadium is being converted into a classroom building to meet the demand for larger rooms which arose this fall as a result of the reduced teaching staff. Courses in education where more than fifty students are enrolled will be taken to the stadium rooms, which were made ready early in November.

DECLARES SCHOOLS UNDERNOURISHED

Not Less Funds, But a More Equitable Levy Is Paramount Need, Dr. Hutchins Says

CHICAGO.—"It is surely too much to hope," declares Dr. Robert M. Hutchins, president of the University of Chicago, "that increases in the cost of education can be borne by the local communities. They cannot care for the present restricted and inadequate system of public education. The local communities have failed in their efforts to cope with unemployment. They cannot expect to cope with education on the scale on which we must attempt it. The answer to the problem of unemployment has been federal relief. The answer to the problem of education must be much the same. And properly so.

"Our income tax now goes in part to keep our neighbors alive. It must go in part as well to make our neighbors intelligent. We are now attempting to preserve the present generation through federal relief of the destitute. Only a people determined to ruin the next generation will refuse such federal funds for education as may be required.

"But federal assistance to education will not, of course, lighten the burden of the states and local communities. Their educational expenditures will increase, too. If it is necessary to reduce them temporarily, there is one way to do it, and only one. Let the duly constituted representatives of the community determine how much it can afford to spend on education. Then give the educational administration authority to determine what specific changes and reductions should be made to bring expenditures within income."

But in general, Dr. Hutchins points out, the schools of America are undernourished rather than too richly fed. "Now," he continued, "the easy way to save money is to reduce salaries. It requires no thought, no effort, no reorganization. It can be done by anybody who understands the rudiments of arithmetic. But it is, in my opinion, the stupidest and most short-sighted means of cutting the costs of education."

As this country is still the richest in the world Dr. Hutchins believes that for the things it ought to have it can well afford to pay. But it cannot get the money through an antiquated and iniquitous taxing system, he maintains. "As long as the preposterous general property tax is the chief source of local revenues," he declares, "we shall be unable to meet the demands which our civilization inevitably places on local governments. As long as a person who does not own real estate, but has an excellent income, may make no contribution whatever to the support of these units, while the farmer, who owns real estate but gets no income at all, sees his property sold for taxes, we may expect to hear that the cost of government must be reduced."

Harvard Professor Hopes Schools Can Maintain Gains

BOSTON.—That it is "inevitable" that teachers' salaries must be cut, but "the principle of the salary schedule should be retained" was the opinion expressed by Professor Bancroft Beatley, of the Harvard Graduate School of Education and member of the Belmont School Committee, before the Massachusetts Parent-Teacher Association.

Dr. Beatley spoke at the annual dinner of the association, the feature of its twenty-third annual convention. Nearly 20,000 parents and teachers in Massachusetts were represented at the convention, which had as its theme the defence of school systems from taxpayers eager to reduce school budgets.

If reductions must be made in school budgets, the speaker insisted that the school must not go back to the "fundamentals of education." He felt he would rather see "Latin, Greek, trigonometry and geometry dropped" before such modern innovations as health programs, music, art and home economics were eliminated from curriculums, for they represent "the seed of growth in schools."

Taxpayers have seized upon the school budget as a fair target because it represents the largest enterprise of the community, Dr. Beatley explained. He showed that many items in the budget, such as heat, light, and other maintenance costs, cannot be slashed to any great extent.

Personal service, therefore, being the largest item, must suffer the brunt of the attack, he said. It is a fact, he asserted, that teachers whose salaries have not been reduced have the equivalent of a raise in pay because of the greater dollar-value in these times. The wisest course, he emphasized, is to maintain the salary schedule, avoid salary cuts and use this increased dollar value to attract teachers of higher calibre. He confessed that he sympathizes with taxpayers' organizations which desire to stop wasteful expenditures, "but only when they are wasteful."

Too Many Toots Confuse Lynn Folk

LYNN, Mass.—The "no school" signal of Lynn, which consists of successive toots over the fire alarm system, has been so frequently confused with other combinations of toots—such as calls for Boy Scouts, the militia, street cleaners, and sewer employes—that Harvey S. Gruver, superintendent of Lynn schools, has endeavored to clarify the tooting situation. After considerable labor, for the subject is complex, he wrote a bulletin which describes the "no school" signal in detail. The bulletin was sent to all Lynn parents. At 7.10 A. M. the "no school" signal sounds with two toots followed by two toots. However, this means only that school will not open until 9 A. M., instead of the usual 8.15 and 8.45. At the same time the street lights flash on and remain on for five minutes. If the rain continues the lights flash on again at 8.10, and again there are two toots followed by two toots. This applies only to high school students, and means there will be no school that day. If it still continues storming the lights flash on again at 11.15 A. M. and again there are two toots followed by two toots. This means there is no school for any one in Lynn. It is still very confusing, however, since the signal for a police riot call is two toots followed by two toots—followed by two toots.

New Jersey To Probe Cost of Education

TRENTON, N. J.—Appointment of a fact-finding commission to make a survey of the New Jersey system of education, the cost of which exceeds $100,000,000 a year, is planned by Governor Moore. The Governor announced his intention to name such a body following a conference with a committee of the State Teachers' Association, which has offered, he said, to finance the study. It is planned, he added, to name a commission of twenty-two members, twelve being laymen and the remaining ten being selected from among the educators of the state.

AMERICAN EDUCATION VIEWED BY BELGIAN

BRUSSELS, Belgium.—Americans worship efficiency, says Professor Gillet, of Liege University. He has returned from the United States, where he found life very strenuous, but not feverish, with the superfluous and ornamental sacrificed to speed.

American universities are equipped with every up-to-date appliance, and the very best men available are working hard to make discoveries, says the professor. Even in university circles an interest is shown in business, in a way quite unknown in Europe. He was struck by the splendid physique and good health of the students, especially in the smaller colleges.

The student he found a bit naive, but always candid and outspoken. There are national and racial prejudices, but not the unbearable small jealousies, the ready-made opinions, mean fears, hatred and evil intrigue, pretentiousness, vanity and snobbery that make up the university atmosphere in the Old World. The moral atmosphere seemed to him more agreeable than in Europe.

Fewer Chinese Now Study in Japan

PEIPING.—While once Japan sheltered more Chinese seeking education than any other country, the Sino-Japanese controversy over Manchuria has curtailed sharply the number of Chinese willing to study in Japanese colleges, it is announced by the Sino-Japanese federation. Latest statistics show that now there are only 1,400 Chinese students in Japan. This number is expected to be reduced sharply within the next few months. Prior to the Japanese military occupation of Mukden, on September 18, 1931, there were 3,096 Chinese students at work in Japan. Within the past year more than 100 Chinese women who were studying in Japan have returned to China.

Bars Guns and Liquor From Schools

KNOXVILLE, Tenn. — The school board of Knox County, Tenn., has barred the carrying of pistols to school. Other published rules include: Use of tobacco and chewing gum in the schoolroom strictly forbidden; no intoxicants shall be permitted on school premises, and novels, papers and periodicals having no connection with the studies are not allowed.

SCHOOL SNOWBOUND

Isle Royale in Michigan Digs In For the Winter

LANSING, Mich.—The winter ice of Lake Superior in a few weeks will close in from the rest of the world the strangest little school in America.

This school has six pupils. There are twelve grades. Six families—no more, no fewer—can attend its Christmas exercises. No student can change schools, take a supplemental correspondence course or visit a friend who is enrolled in any other school.

Isle Royale—that 229 square miles of summer beauty and winter waste—fifty miles out in Lake Superior, contributes this oddity to Michigan's school roster. It is the first school held there in eighty years.

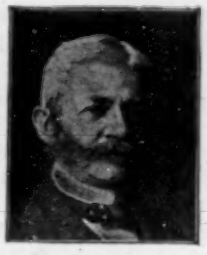
Isle Royale is already concerned over the danger of winter closing in before an important shipment of books, now en route, can reach its destination.

The books must serve a school and a community which will not see another book, magazine or newspaper until spring. In the school are little chaps in the first and second grades. There are also a junior and a senior in the one-room high school, and the reading preferences of the six families on the island vary.

Mail delivery to Isle Royale is always a desultory and fitful thing, and quickly lapses entirely until spring sunshine has eaten away the barrier of ice between it and the outside world.

College Investigates Student Health Habits

NEW LONDON, Conn.—A survey of the health habits of students at Connecticut College has been undertaken by Professor Margaret Chaney, chairman of the home economics department, and a committee, in an effort to determine the relationship between the general health of the students and their habits of living, and whether these habits are improved at college. President Katherine Blunt and Dr. Dorothea H. Scoville, formerly of Vassar, who is now resident physician at Connecticut College, said that if Dr. Chaney can determine to what extent and in what way college affects the health habits of its students a definite step forward will have been taken in raising the general standard of health on the campus. Tests were given the freshmen at the beginning of the academic year, and will be repeated at the end of the year and the results tabulated. Similar tests will be given every year for several years, so that conclusions may be drawn from statistics provided by these classes during their freshman and senior years.



Established 1869

This is Book Repairing Season

One Half Hour, Once a Week

devoted to repairing inside damages to textbooks will save many books from being discarded.

Holden Self Binders **Holden "T" Binders**
Holden Gummed Cloth Tape
Holden Transparent Paper and Cloth

"A Stitch in Time Saves Nine"

THE HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President **SPRINGFIELD, MASSACHUSETTS**

School Farm Kitchen Aids in Solving Problems

BURLINGTON, Vt.—In the experiment station at the University of Vermont has been installed a kitchen, which, so far as possible, is like hundreds of other kitchens throughout the farm homes of Vermont and New England. In it are being worked out some of the problems of farm kitchens. It is not intended as a model kitchen, but one that duplicates as closely as possible under artificial conditions the work-a-day kitchen of thousands of housewives. The room is 19 feet 5 inches by 13 feet 10 inches in size, including pantry. The experiment that is being worked out in this university kitchen is to determine the distances walked and the amount of time passed at kitchen work in relation to the kind and arrangement of equipment used. The experiment is based on the preparation and serving of three meals, and cleaning up after them. Work at the experimental kitchen is under the direction of Miss Marianne Muse, who is assisted by Miss Lillian Johnson.

Somerville Teachers Oppose Salary Cut

SOMERVILLE, Mass.—Opposition of Somerville's women school teachers to Mayor John J. Murphy's suggestion that ten per cent. of all municipal salaries be cut to reduce municipal expenditures was expressed by Miss Ruth Lang, president of the Somerville Women Teachers' Club. "I believe a census of our 327 members would reveal that few, if any, are in favor of relinquishing any part of their salaries until the depression is over," she said. "As long as the city continues to spend in such reckless fashion, many teachers feel that it is not up to them to save the situation by making sacrifices—they do not feel that a real emergency exists." John W. Avery, principal of the high school and president of Somerville Men Teachers' Club, declined to comment on the mayor's proposal.

Fee is Proposed For Teacher Application

NEW YORK.—Legislation to permit charging fees for the registration of applicants for examinations for teaching positions in the public schools is urged in a recommendation by the Board of Superintendents to the Board of Education. It is urged that the Corporation Counsel be asked to prepare an amendment to the state law which would authorize such fees. The recommendation, it was announced at the Board of Education, provides that all fees received by the board "shall be accounted for and paid into the city treasury." The board cited a report of the Teachers' Council last June, which recommended examination fees for teachers, pointing out a precedent in the fact that fees are charged for examinations in law, medicine and other professions.

May Have to Close 197 Quebec Schools

QUEBEC, Canada. — Following completion of an investigation carried out by school inspectors throughout the province, fears are entertained that 197 schools may have to close down on account of lack of money. Between 2,000 and 3,000 children would be deprived of educational facilities. Most of the schools affected by the money shortage are in the rural districts of Lake St. John, Chicoutimi, Abitibi and throughout northern Quebec. F. Delage, superintendent of public instruction, said that already a very large number of small schools are closed, adding that a full report of the situation is now in the hands of A. David, provincial secretary.

Homer's Birthplace "Officially" Settled

ISTANBUL, Turkey.—The official newspaper, Milliett, states the Turks had discovered documents in Smyrna proving that Homer, the ancient Greek poet, was born in the Halkapinar district of that city. The controversy over the birthplace of Homer, or even whether Homer actually lived at all, is as ancient almost as the poems themselves. Many cities have claimed to be the place of his birth, but Smyrna and Chios have had the most support from scholars. The date of the poet's birth has been variously fixed at from 1159 to 685 B. C. Many scholars have contended that the tradition of the blind old poet is a fiction, and the poems were merely the edited songs of many ancient Greek minstrels.

Sophomores Deposed As Freshman Dictators

NEW BRUNSWICK, N. J. — An ancient collegiate tradition, involving the privileges of sophomores over the members of the first-year class, was upset at Rutgers University when the Student Council delegated enforcement of campus rules against freshmen to the Cap and Skull, a senior honorary society. The freshman rules, which were removed from the jurisdiction of the sophomores after the Student Council learned that there had been a laxity of enforcement, require freshmen to wear green ties and small caps. The first-year men are allowed to walk on only one side of Bleeker Place, and they must not stay out later than 8 o'clock in the evening.

RUSSIA FINDS BIG GAINS IN LITERACY

MOSCOW.—Soviet Union agencies and officials say they have made phenomenal progress in spreading education and culture among the one hundred and thirty-eight million people of Russia and its allied republics. They have just produced statistics to bear out this contention as the program of their first five-year plan nears completion. Here are some of the figures:—

Thirty out of every 100 persons are reported to be receiving "higher education" today, whereas only ten out of every 100 had as much as two years of primary education in Czarist Russia.

Eighty millions of the population are said to be drawn into all sorts of cultural work, three times the number expected at the conclusion of the first five-year plan at the end of this year. This is compared with fewer than 9,000,000 who had cultural advantages in Czarist Russia.

Illiteracy and semi-illiteracy of 19,000,000 people, it is asserted, have been wiped out in the course of two years (1931 and 1930). Six million were taught by the Down With Illiteracy Society.

Student With "Strong Back And Weak Mind" Seeks Jobs

CAMBRIDGE, Mass. — The latest and most unusual method employed by Harvard students to secure part-time employment is that of a senior living in Leverett House, who, in circulars distributed about Cambridge, has advertised himself as having "a strong back and weak mind." He sought work simonizing the automobiles of Cambridge residents at $4 per automobile.

Real Home For Housekeeping

MENOMONIE, Wis. — Domestic science students of Stout Institute here are getting practical experience in all angles of housekeeping. An old residence here was remodeled last summer into a modern home, known as "Home management house," and seniors, after three years of classroom training, make practical application of the theories of management and homemaking during a six-weeks' residence. Faculty members are often guests of the women students at informal dinners, at which the young women learn to be gracious hostesses as well as good cooks and housekeepers.

CHILD COSTS $400 IN JAIL, $100 IN SCHOOL

WASHINGTON. — It costs $300 a year to keep a man in prison and less than $100 a year to keep a child in school, according to an extensive study of crime in its relation to education, recently completed by the National Education Association. It is even more expensive to care for juvenile delinquents than for adult criminals. The offending minors in special schools and reformatories average about $400 a year.

The total annual bill of the nation for preventing and punishing murderers, highway men, robbers and other law violators is $1,500,000,000. This is $1,000,000,000 short of the expenditure for education. However, there are more than 25,000,000 children in the schools, while the number of criminals is variously estimated from 500,000 to 1,000,000. Every time $2 is spent on elementary and secondary education, $1.50 is spent to control crime.

Since a great part of delinquency is due to maladjustment of the individual in school, home and community, the conclusions of the report suggest the lack of financial prudence exhibited by some local governments in substracting from education and public welfare budgets sums which will have to be added a short time later to the budget for the control of crime. While such juggling of the public account books may lull the fears of the taxpaying public for the moment, it can save no money and encourages the waste of the nation's human resources, the report states.

Misses School Opening First Time in 56 Years

LAWRENCE, Mass.—For the first time in fifty-six years Miss Ellen L. Toye, of Lawrence, did not respond to the bell when schools opened this fall, having reached the retirement age. Miss Toye was born in Andover on July 15, 1862, and attended Andover schools until she entered Lawrence High School in September, 1867. She was graduated with the class of 1880, and entered the Lawrence Training School in the fall of that year. She was elected a teacher in February, 1882, after her training was completed, teaching for a short period in the Franklin Street School, later in the Union Street Primary School, and in 1884 was transferred to the Packard Grammar School, where she remained for twenty-five years. In 1909 Miss Toye was elected principal of the Newbury Street School. In 1926 she was elected supervisor in charge of writing in elementary grades, and of cooking and sewing in the domestic science department.

THE PERPLEXED LIBRARIAN

who finds her book-fund reduced may stretch the buying power of her

BOOK MONEY

HOW? Write to the EDUCATIONAL BOOKHOUSE for Bargain List No. 10J and full information regarding our complete Library Service. Visiting librarians are invited to call and make themselves known. Over a million books in stock at reduced prices.

BARNES & NOBLE, Inc. 105 Fifth Avenue New York City

Year Book of Washington School

Springfield, Massachusetts, 1931 - 1932

Arithmetic

Written by the Children of Washington School

Grades 1 - 6 and Kindergarten

Compiled by SARA E. CHASE, Principal

The Washington School in Figures
Number Facts in Action
Weights and Measures in Use
Drill
Problems
Graphs and Scales
Games and Puzzles
Quantity Terms
The History of Arithmetic

Pages - 84 Illustrations - 12

Price - 70 cents

JOURNAL OF EDUCATION DIRECTORY
OF SCHOOL EQUIPMENT AND SERVICES

Where to Buy!

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

Kindly mention this Magazine when writing.

Art Supplies

Pohlmeyer, Inc., Passaic, N. J.

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco

American Book Company, New York Cincinnati, Chicago, Boston

Arlo Publishing Co., Newton, Mass.

The Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc.
70 Fifth Avenue, New York

Book Publishers, Cont'd.

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.

Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

India Inks

Pohlmeyer, Inc., Passaic, N. J.

Jewelry

L. G. BALFOUR CO.
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Library Equipment

GAYLORD BROS., INC.
Stockton, Calif., Syracuse, N. Y.
Furniture and Supplies
For the School Library

Music

C. C. Birchard & Co., Boston, Mass.
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Pictures and Prints

Hale, Cushman & Flint,
(The Medici Prints), Boston, Mass.

Projectors

Society for Visual Education, Inc.
327 South LaSalle, Chicago, Ill.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

School Photography

Wilson-Way School Photography
Cambridge, Mass.

Sound Distributing Systems

Samson Electric Co., Canton, Mass

Statuary

P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Inauguration by Mail At Cincinnati University

CINCINNATI, O.—Dr. Raymond Walters was recently inaugurated by mail as the new president of the University of Cincinnati, Ohio's second largest institution of higher learning. At his request the university board of directors decided against any elaborate academic pageant, impressive and expensive exercises or gathering of representatives from other institutions. Instead, a printer got the job of preparing suitable announcements, and the mail service got the job of delivering them to those interested. "I am convinced that it would be unwise to have a formal inauguration," Dr. Walters said. "Such inaugural exercises are always expensive. In this particular period, when financial problems are pressing, we should not, in my opinion, spend a dollar that is not directly for an educational purpose." Dr. Walters comes from Swarthmore. He succeeds Dr. Herman Schneider, who accepted the presidency temporarily, and who has now resumed his former post as head of the department of engineering.

Find Students Better If Treated as Adults

CHICAGO. — The University of Chicago has found, after one year's operation of its new educational plan, that "making pupils into scholars" is not difficult if they are treated as adults. This is the sentiment of Dean Chauncey S. Boucher in his resume of the new plan's results. "The first year of the experiment," he says, "has met with a degree of success even greater than we had dared hope for." Distinguishing features of the new plan, given nation-wide attention a year ago, are the abandonment of routine requirements in terms of course credits and grade points, voluntary rather than required class attendance and comprehensive examinations only at the close of the year, rather than periodic quizzes on factual material. An unanticipated result of the plan was that students attracted to the university by the innovation proved to be ten per cent. higher in scholastic aptitude tests given at the time of their entrance than the average for the three previous entering classes.

Ten Fold Increase In High School Attendance

HARRISBURG, Pa. — Growth in school costs in Pennsylvania largely are due to increased demand for high school educational facilities, according to the state department of public instruction. In 1900 there were 27,500 high school students enrolled in the state; thirty years later the number reached 296,372. "These figures present the tremendous burden that must be carried by the secondary school. The unemployment situation is making it heavier than ever this year," Dr. James Rule, head of the state school system, said.

Third of Graduates On Waiting List

WASHINGTON. — Colleges and universities are able to place only two-thirds of their graduates trained to teach in teaching positions, B. W. Frazier, co-ordinator of surveys at the Federal Office of Education, stated recently. Returns from a limited number of institutions indicate a wide fluctuation in the placement of qualified graduates in these jobs. No estimate can be made at present of the number of teachers who are unable to obtain employment in the teaching profession, but in some states the number runs into the thousands. Many persons, however qualified, may not be certified because they have chosen other professions after leaving the university, it was explained. There is an apparent oversupply of well-trained teachers in Massachusetts, California, Washington, New Jersey, Pennsylvania, New York City, Indiana and Wisconsin.

Study Depression Effects On Land Grant Colleges

ORONO, Me.—President Harold S. Boardman of University of Maine has been appointed chairman of a committee of nine members to study the effect of the depression on the land grant colleges and universities. This appointment was made by the chairman of the executive committee of the Association of Land Grant Colleges and Universities, an organization composed of fifty-one land grant institutions—forty-eight in the United States, one in Alaska, one in Hawaii, and one in Puerto Rico. After his appointment President Boardman worked out a questionnaire, which has been sent to each of the fifty-one institutions, and when the questionnaires are returned a compilation of the information received will be arranged for presentation to the meeting of the organization in Washington, November 14, 15 and 16. President Boardman will attend the meeting and make the report for the committee.

Business Stationery

printed to order on standard bond paper. Letterheads, Statements, Envelopes, Invoices, Circulars, 1,000, $2; 5,000, $6.75.

Any job quoted on receipt of information

Send sample for estimate

DAVID NICHOLS & CO.

Kingston, Georgia

EMERSON College of Oratory

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean

HUNTINGTON CHAMBERS BOSTON, MASS.

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

A CONFESSION FROM A TEACHER

"Gentlemen:

A few years ago, at my request, you sent me a sample copy of ARLO. The book was indeed a splendid and interesting book. I feel now that it was wrong for me to ask your company for a sample as I knew the school in which I was teaching was unable to buy a set of the books. Please pardon me for asking for the sample, which I will gladly pay for if you wish me to do so. I feel that I wronged your company in asking for a sample copy. Please send me a statement of how much I owe."

THE ARLO PUBLISHING COMPANY

Newton Upper Falls, Mass.

Grins Between Grinds

Dumbells

Lady (to electrician)—"I told you to send a man to repair my doorbell, but you didn't."

Electrician—"I did, ma'am, but when he rang three times and received no answer he decided nobody was home."

• •

Diplomacy

A clergyman and his wife were receiving a visit from a parishioner. The parson's small daughter, aged eight, walked up to the visitor, and gazing intently at her, said: "Oh, my, but aren't you plain?"

Her mother was embarrassed and horrified. "Whatever do you mean?" she gasped. "Apologize at once."

"I only meant it for a joke," replied the child.

"Well," said her mother, hoping to smooth things over, "it would have been a much better joke if you had said, 'How pretty you are.'"

• •

Shades of Night

In a negro school there was one boy so black that even the other pupils called him "Midnight." This was all very well until a new pupil only a few shades lighter than he entered the school. On being called this nickname by the new pupil, Midnight answered:—

"Lissen heah! Don' you call me no midnight. Yo's about half-past leben yo'se'f."

• •

Valuable Recipe

"Here's a ticket for the conjurin' show, Maggie."

"Thank ye, Donald," said his wife. "And hark ye, Maggie, when he comes to that trick where he takes a teaspoon o' flour and one egg and mak's twenty oam'lettes, watch vera close."

• •

Watch Your Plurals!

Judge—"And you say you were attacked by a crowd of hoodlums?"

Latin Professor — "Hoodla, your honor!"

• •

Entitled to Discount

Mrs. Brown—"Don't you think, doctor, you rather overcharged when Johnny had the measles?"

Doctor—"You must remember, Mrs. Brown, that includes twenty-two visits."

Mrs. Brown—"Yes, but you forget that he infected the whole school."

DIRECTORY OF TEACHERS' AGENCIES

WILLARD W. ANDREWS, Pres.
F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers, Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
Send for Circulars

ALBERT TEACHERS AGENCY
25 E. JACKSON BLVD., CHICAGO, ILL.

Correspondents: Hyde Building, Spokane, Wash.
535 Fifth Avenue, New York.

46TH YEAR. — Many thousands have secured PROMOTION through the Albert Teachers Agency in Colleges and Universities, State Teachers' Colleges, Private Schools and Public Schools. Booklet free.

AMERICAN AND FOREIGN TEACHERS AGENCY
19 West 44th Street, New York

Recommends instructors, teachers, tutors and governesses for colleges, schools and families
Careful selection for individual needs.
MISS AGNES HOOKER MISS NELLIE R. TALBOT
Successors to Mrs. M. J. Young-Fulton

THE GRACE M. ABBOTT TEACHERS' AGENCY

120 BOYLSTON STREET, BOSTON

FORMERLY THE
CORLEW TEACHERS' AGENCY

THE CARY TEACHERS' AGENCY

Our methods conform to the highest standards of placement work

49 PEARL ST., HARTFORD, CONN. | CLAPP BUILDING, PORTLAND, MAINE | 14 BEACON ST., BOSTON, MASS.

THE FICKETT TEACHERS' AGENCY

EDWARD W. FICKETT, Prop. Tel. Laf. 4756
N. A. T. A. Member

8 BEACON STREET, BOSTON
Established 1885

This space available for Teachers Agency Announcement

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.; New York, 70 Fifth Ave.; Syracuse, N. Y., 130 Page Ave.; Philadelphia, Walnut and Juniper Sts.; Birmingham, Ala., 1140 So. 13th St.; Kansas City, Mo., 1020 McGee St.; Portland, Ore., 409 Journal Bldg.

Send for circular and registration form free

ITHACA TEACHERS AGENCY

PERSONAL SERVICE
ENROLL NOW — NO FEE
SCHOOL AUTHORITIES No charge
Reliable Service

130 BLAIR STREET ITHACA, NEW YORK

KELLOGG'S TEACHERS' AGENCY
Established 1889
31 Union Square, New York, N. Y.
(Broadway at 16th Street)

B. F. Mannion, Miss M. B. Gosman, Managers
Telephone Algonquin 4-1756

We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

TEACHERS WANTED. We solicit and serve the best. Service free to employers.

NATIONAL TEACHERS AGENCY, INC.
D. H. COOK, Gen. Mgr.
Philadelphia, Pa.
8 branches

THE PRATT TEACHERS' AGENCY
70 FIFTH AVENUE, NEW YORK

This nationally known agency, founded in 1898, renders discriminating service to colleges, public schools, and private schools in all parts of the United States.

Member National Association of Teachers' Agencies.

The TEACHERS EXCHANGE
OF BOSTON 6 PARK ST.

Recommends Teachers, Tutors and Schools.

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones: Office and Residence
PROMPT! COURTEOUS! FAIR!
Member National Association of Teachers' Agencies

Women Hunger for Education

COLLEGE PARK, Md.—The hunger of the women of Maryland for education is the best explanation of the sudden influx of co-eds to College Park, said Dr. Raymond A. Pearson, president of the University of Maryland. The woman student enrollment at College Park is growing in far greater proportion than that of the male students, and Dr. Pearson believes this is because Maryland women find that their State University offers the full opportunity for education that they desire.

Teachers Paid in Scrip

KENILWORTH, N. J. — Because of lack of funds the Board of Education has decided to pay September salaries of teachers and other employes of the public schools system in the form of scrip. The amount due the teachers in September salaries is $2,400. The scrip, in the form of promissory notes, will be redeemed at six per cent. interest when sufficient funds are available. Mayor Oswald Nitschke declared that until delinquents paid their taxes no money could be given to the Board of Education. The second half of the taxes, he said, are not due until December, and there is no way to collect them until that date. Delinquent taxes due the borough total $60,000, and outstanding notes amount to $440,000, Mr. Nitschke said.